

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

**Theme 1- Tools of Social Science Inquiry:** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.

- Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
- Develop compelling questions and research the past.
- Anticipate and utilize the most useful sources to address their questions.
- Develop and test claims and counter-claims to address their questions.
- Take informed action based on their learning.

**Theme 2- Settlements:** Early American History begins with a study of pre-Colombian Native Americans in the United States including the impact of geography on their lives. Students will compare various European settlements including their founders' unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the British colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity. This culminates in the Seven Years War and its impact on the relationship between the colonies and England.

**Theme 3- Founding:** The study of American History continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution. After the winning of the war, students will examine our early government under the Articles of Confederation and its strengths and weaknesses. Conflict and compromises led to a national government which provided a new federal framework for the country to move forward under the Constitution. A study of the Constitution and Bill of Rights provides opportunities for exploring their impact on the lives of Americans. Students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity.

**Theme 4- Expansion:** After the War of 1812 the United States experienced economic growth, along with political and social change. Reform movements, immigration, and internal migration all shaped the character of America in the early 19th century. During the Jacksonian period, Constitutional struggles and shifts in political ideology took place. A key belief of the period was Manifest Destiny and its influence on the America's expansion west. During this period the Louisiana Purchase, Texas Annexation, Mexican-American War and Oregon Compromise added to the lands that became the contiguous United States. The political, social, and economic growth experienced during this period significantly impacted Native American tribes and existing populations.

**Theme 5- Conflict and Crisis:** The years leading up to, and including the Civil War, saw the climax of conflicts between the North and South. Political, social, and economic perspectives caused particular tension over the future of slavery and its role in newly acquired territories. The period explores important concepts about government including the relationship between states and the central government. The Civil War highlights the importance of new technology and scientific developments as well as government organization and individual leadership on its ultimate outcome. Students will also notice the extent of change, both social and political, encountered by the nation as a result of the conflict. In concluding the course, students will be prepared to make predictions concerning the reconstruction of the nation.

## Strands:

- 1. History: Continuity and Change
- 2. Government Systems and Principles
- 3. Geographical Study
- 4. Economic Concepts
- 5. People, Groups and Cultures

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Adopted Standards	Code	Current MLS
<b>MS American History: Strand 1 History: <i>Continuity and Change</i></b>			
<b>Theme 1: Tools of Social Science Inquiry</b>			
<b>Disciplinary Tools</b>			
<b>T1S1A</b>	A. Create and use tools to analyze a chronological sequence of related events that happen at the same time.	<b>TSSI.7.A.5</b>	Select, investigate and present a topic using primary and secondary resources such as oral interviews, artifacts, journals, documents, photos and letters.
		<b>TSSI.7.A.5</b>	Use technological tools for research and presentation
<b>T1S1B</b>	B. Explain connections among historical context and peoples' perspectives at the time.	<b>TSSI.7.C.5-8</b>	Distinguish between fact and opinion and recognize bias and points of view
		<b>USH.3a.C.4</b>	Locate and describe settlements in Missouri of people of European and African heritage
		<b>USH.3a.C.5</b>	Outline the discovery, exploration and early settlement of America
		<b>USH.3a.C.8</b>	Evaluate the importance of the discovery, exploration and early settlement of America
<b>T1S1C</b>	C. With assistance, develop a research plan, identify appropriate resources for investigating social studies' topics and create a research product which applies an aspect of American history prior to c. 1870 to a contemporary issue.		
<b>T1S1D</b>	D. Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources.		
<b>T1S1E</b>	E. Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.		
<b>Theme 2: Settlements</b>			
<b>Key Concepts and Understandings</b>			

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Adopted Standards	Code	Current MLS
<b>T2S1A</b>	A. Trace the causes and consequences of indigenous peoples arriving in the Americas beginning c. 15,000 BCE.	<b>USH.3a.C.4</b>	Locate and describe settlements in Missouri of people of European and African heritage
		<b>USH.3a.C.5</b>	Outline the discovery, exploration and early settlement of America
		<b>USH.3a.C.8</b>	Evaluate the importance of the discovery, exploration and early settlement of America.
<b>T2S1B</b>	B. Compare motivating factors leading European nations to settle in the New World to explain colonial diversity and regional differences in North and South America.	<b>USH.3a.A.8</b>	Analyze the viability and diversity of Native American cultures before Europeans came.
<b>T2S1C</b>	C. Trace the causes and consequences of conflict and cooperation between Native Americans and north and South American colonists, using multiple viewpoints.		
<b>T2S1D</b>	D. Describe the causes and consequences of the Seven Years War as a turning point in American history.		
<b>T2S1E</b>	E. Analyze the concept of Manifest Destiny as a catalyst for change in American history.		
<b>Theme 3: Founding</b>			
Key Concepts and Understandings			
<b>T3S1A</b>	A. Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints.	<b>USH.3a.D.5</b>	Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
		<b>USH.3a.D.8</b>	Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Adopted Standards	Code	Current MLS
<b>T3S1B</b>	B. Analyze the Declaration of Independence to determine the historical forces and political philosophies that influenced its creation.	<b>PR.1.A.5</b>	Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed.
		<b>PR.1.A.6</b>	Identify responsibilities that governments and citizens need to accept to become effective in a republic.
		<b>PR.1.A.7</b>	Analyze responsibilities governments and citizens need to accept to become effective in a republic
		<b>PR.1.A.8</b>	Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed
<b>T3S1C</b>	C. Evaluate the strengths and weaknesses of the American colonies and England to explain the American victory in the Revolution.	<b>USH.3a.D.5</b>	Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
		<b>USH.3a.D.8</b>	Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
<b>T3S1D</b>	D. Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution.	<b>USH.3a.E.8</b>	Justify the drafting of the Constitution and its effects on the formation of the new nation
<b>T3S1E</b>	E. Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.	<b>USH.3a.F.5</b>	Examine cultural interactions among these groups from colonial times to Civil War: a. Native Americans b. Immigrants from Europe c. Africans brought to America
		<b>USH.3a.F.8</b>	Analyze cultural interactions among these groups: a. Native Americans b. Immigrants from Europe c. Africans brought to America
<b>T3S1F</b>	F. Infer how events of this period led to the development of philosophies, interest groups and political parties.	<b>USH.3a.H.8</b>	Summarize reform movements such as: a. Abolitionism b. Women's movement c. Jacksonian Democracy

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Adopted Standards	Code	Current MLS
<b>Theme 4: Expansion</b>			
<b>Key Concepts and Understandings</b>			
<b>T4S1A</b>	A. Analyze the expansion of the United States in the early 19 <sup>th</sup> century to trace U.S. growth and form hypotheses about future conflicts.	<b>USH.3a.F.8</b>	Assess the significance of Westward Expansion including: a. Louisiana Purchase b. Lewis and Clark Expedition c. Missouri Compromise d. Texas and the Mexican War e. Oregon Territory f. California Gold Rush
<b>T4S1B</b>	B. Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period.	<b>USH.3a.H.8</b>	Summarize reform movements such as: a. Abolitionism b. Women's movement c. Jacksonian Democracy
<b>T4S1C</b>	C. Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilization.	<b>USH.3a.F.8</b>	Assess the significance of Westward Expansion including: a. Louisiana Purchase b. Lewis and Clark Expedition c. Missouri Compromise d. Texas and the Mexican War e. Oregon Territory f. California Gold Rush
<b>Theme 5: Conflict and Crisis</b>			
<b>Key Concepts and Understandings</b>			
<b>T5S1A</b>	A. Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts	<b>USH 3a.I.5</b>	Identify political, economical and social causes and consequences of the Civil War and Reconstruction
		<b>USH 3a.I.8</b>	Interpret political, economic and social causes and consequences of the Civil War and Reconstruction
<b>T5S1B</b>	B. Trace the events as well as political, cultural and social conditions leading to conflict between Northern and Southern states.	<b>USH 3a.I.5</b>	Identify political, economical and social causes and consequences of the Civil War and Reconstruction
		<b>USH 3a.I.8</b>	Interpret political, economic and social causes and consequences of the Civil War and Reconstruction

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies		Missouri Learning Standards: Social Studies	
(Adopted April 2016 for implementation in the 2016–2017 school year)		(Adopted 2010)	
Code	Adopted Standards	Code	Current MLS
T5S1C	C. Describe critical developments and turning points in the Civil War including major battles.	USH 3a.I.5	Identify political, economical and social causes and consequences of the Civil War and Reconstruction
		USH 3a.I.8	Interpret political, economic and social causes and consequences of the Civil War and Reconstruction
MS American History: Strand 2 <i>Government Systems and Principles</i>			
Theme 1: Tools of Social Science Inquiry			
Disciplinary Tools			
T1S2A	A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society prior to c. 1870.	PPG.2.C.8	Explain how laws are made, interpreted and enforced
		PPG.2.C.8	Apply rights and responsibilities of individuals to events in US history and everyday life
Theme 2: Settlements			
Key Concepts and Understandings			
T2S2A	A. Compare the governmental systems of European powers to determine effect on colonization in the Americas.	USH.3a.C.8	Evaluate the importance of the discovery, exploration and early settlement of America.
T2S2B	B. Explain how the founding of European colonies influenced their governments and expectations for self-rule.	USH.3a.C.8	Evaluate the importance of the discovery, exploration and early settlement of America.
T2S2C	C. Analyze local and colonial governments in North and South America to trace the factors influencing their structure and function.	USH.3a.C.8	Evaluate the importance of the discovery, exploration and early settlement of America.
Theme 3: Founding			
Key Concepts and Understandings			
T3S2A	A. Evaluate the impact of the French and Indian Wars on Great Britain’s approach to colonial rule.	USH.3a.D.8	Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
T3S2B	B. Apply the concept of representation to the conflict between the colonies and England.	USH.3a.D.8	Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
T3S2C	C. Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence.	PR.1.A.8	Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed
T3S2D	D. Evaluate the successes and challenges of the Articles of Confederation to explain the need for a constitutional convention.	USH. 3a.E.8	Justify the drafting of the Constitution and its effects on the formation of the new nation

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies		Missouri Learning Standards: Social Studies	
(Adopted April 2016 for implementation in the 2016–2017 school year)		(Adopted 2010)	
Code	Adopted Standards	Code	Current MLS
<b>T3S2E</b>	E. Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution.	<b>PPG.2.C.8</b>	Explain how power is distributed among individuals and branches of government
<b>T3S2F</b>	F. Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.	<b>PPG.2.C.8</b>	Explain how power is distributed among individuals and branches of government
<b>T3S2G</b>	G. Examine elections, issues, laws, and events to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges.	<b>PPG.2.C.8</b>	Analyze decision-making and conflict resolution in courts at local, state and national levels (roles of judge, jury, attorneys for prosecution, plaintiff and defense; civil vs. criminal law; court procedures)
<b>Theme 4: Expansion</b>			
<b>Key Concepts and Understandings</b>			
<b>T4S2A</b>	A. Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.	<b>USH.3a.H.8</b>	Summarize reform movements such as: a. Abolitionism b. Women's movement c. Jacksonian Democracy
<b>T4S2B</b>	B. Analyze landmark Supreme Court cases to determine the effect on the definition and expansion of federal power	<b>PPG.2.C.8</b>	Give examples of how local, state and national governments impact people's lives
<b>T4S2C</b>	C. Explain how the principles of rule of law, separation of powers, checks and balance, and federalism were impacted by Jacksonian democracy.	<b>USH.3a.H.8</b>	Summarize reform movements such as: a. Abolitionism b. Women's movement c. Jacksonian Democracy
<b>Theme 5: Conflict and Crisis</b>			
<b>Key Concepts and Understandings</b>			
<b>T5S2A</b>	A. Compare responses of government systems in the North and South to major legislation, executive orders, and court decisions before, during and after the Civil War.	<b>USH.3a.I.5</b>	Identify political, economical and social causes and consequences of the Civil War and Reconstruction
		<b>USH.3a.I.8</b>	Interpret political, economic and social causes and consequences of the Civil War and Reconstruction

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Adopted Standards	Code	Current MLS
<b>T5S2B</b>	B. Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance.	<b>PR.1.A.5</b>	Identify important principles in the Constitution including a. limited government b. rule of law c. majority rule d. minority rights e. separation of powers f. checks and balances
		<b>PR.1.A.6</b>	Define the following: a. limited government b. rule of law c. majority rule d. minority rights
		<b>PR.1.A.7</b>	Compare and contrast the following: a. limited government b. rule of law c. majority rule d. minority rights
		<b>PR.1.A.8</b>	Analyze important principles in the Constitution including: a. limited government b. rule of law c. majority rule and minority rights d. separation of powers e. checks and balances f. amendment process g. federalism (i.e., as regards federal and state governments, powers being shared, delegated and reserved) h. popular sovereignty i. due process of law (see Amendments V & XIV) voting by citizens, especially as later amendments were passed
<b>T5S2C</b>	C. Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders.	<b>USH. 3a.I.8</b>	Interpret political, economic and social causes and consequences of the Civil War and Reconstruction



# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Adopted Standards	Code	Current MLS
<b>T5S2D</b>	D. Compare and contrast the governmental systems of the North and South to determine the strengths and weaknesses of federal and confederal systems.	<b>USH. 3a.I.8</b>	Interpret political, economic and social causes and consequences of the Civil War and Reconstruction
<b>MS American History: Strand 3 <i>Geographical Study</i></b>			
<b>Theme 1: Tools of Social Science Inquiry</b>			
<b>Disciplinary Tools</b>			
<b>T1S3A</b>	A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends.	<b>TSSI.7.B.5-8</b>	Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions
		<b>TSSI.7.B.5-8</b>	Create maps, graphs, timelines, charts and diagrams to communicate information
<b>T1S3B</b>	B. Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture.		
<b>T1S3C</b>	C. Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States.		
<b>Theme 2: Settlements</b>			
<b>Key Concepts and Understandings</b>			
<b>T2S3A</b>	A. Analyze diverse Native American cultures in north, Central and South America to explain the way they adapted to their various environments.	<b>USH.3a.A.5</b>	Summarize the viability and diversity of Native American cultures before Europeans came.
		<b>USH.3a.A.8</b>	Analyze the viability and diversity of Native American cultures before Europeans came
<b>T2S3B</b>	B. Analyze the geography of colonial regions in North and South America to explain their cultural, social and economic differences.	<b>USH3a.C.4</b>	Locate and describe settlements in Missouri of people of European and African heritage
		<b>USH3a.C.5</b>	Outline the discovery, exploration and early settlement of America
		<b>USH3a.C.8</b>	Evaluate the importance of the discovery, exploration and early settlement of America
<b>T2S3C</b>	C. Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.		

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Adopted Standards	Code	Current MLS
<b>Theme 3: Founding</b>			
<b>Key Concepts and Understandings</b>			
<b>T3S3A</b>	A. Draw conclusions about regional conflict and cooperation as a consequence of physical geography	<b>EGS.5.C.8</b>	Analyze physical characteristics, such as climate, topography, relationship to water and ecosystems
		<b>EGS.5.I.6</b>	Identify the effect of natural forces upon human activities
		<b>EGS.5.I.7</b>	Identify and explain the effect of natural forces upon human activities from historical experiences
<b>T3S3B</b>	B. Evaluate the relationships among population, representation, and their effect on power in the new government		
<b>T3S3C</b>	C. Compare major patterns of population distribution, demographics and migrations in the United States during this era c. 1763-1812.		
<b>Theme 4: Expansion</b>			
<b>Key Concepts and Understandings</b>			
<b>T4S3A</b>	A. Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans.	<b>EGS.5.H.5</b>	Identify major patterns of population distribution, demographics and migrations in the United States
		<b>EGS.5.H.8</b>	Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life
<b>T4S3B</b>	B. Assess Manifest Destiny in relation to push-pull factors, geographic features, and human environmental interactions to determine their influence on the movement of goods, people and ideas.	<b>EGS.5.C.8</b>	Analyze physical characteristics, such as climate, topography, relationship to water and ecosystems
		<b>EGS.5.I.6</b>	Identify the effect of natural forces upon human activities
		<b>EGS.5.I.7</b>	Identify and explain the effect of natural forces upon human activities from historical experiences
<b>T4S3C</b>	C. Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life in this time period.		
<b>Theme 5: Conflict and Crisis</b>			
<b>Key Concepts and Understandings</b>			

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies		Missouri Learning Standards: Social Studies	
(Adopted April 2016 for implementation in the 2016–2017 school year)		(Adopted 2010)	
Code	Adopted Standards	Code	Current MLS
T5S3A	A. Analyze the geography of North, South, and West in order to explain their cultural, social and economic differences.	EGS.5.C.8	Analyze physical characteristics, such as climate, topography, relationship to water and ecosystems
		EGS.5.I.6	Identify the effect of natural forces upon human activities
		EGS.5.I.7	Identify and explain the effect of natural forces upon human activities from historical experiences
T5S3B	B. Evaluate the significance of geography on the conduct of the war and strategy of the North and South.	EGS.5.C.8	Analyze physical characteristics, such as climate, topography, relationship to water and ecosystems
		EGS.5.I.6	Identify the effect of natural forces upon human activities
		EGS.5.I.7	Identify and explain the effect of natural forces upon human activities from historical experiences
T5S3C	C. Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life in this time period.		
MS American History: Strand 4 <i>Economic Concepts</i>			
Theme 1: Tools of Social Science Inquiry			
Disciplinary Tools			
T1S4A	A. Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.	ECP4.B.6	Identify the consequences of personal and public economic decisions.
		ECP4.B.7	Explain the consequences of personal and public economic decisions.
		ECP4.B.8	Describe how decisions and actions of governments, businesses, groups and individuals affect one another in a market economy.
Theme 2: Settlements			
Key Concepts and Understandings			
T2S4A	A. Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America.	ECP.4.E.8	Assess the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Adopted Standards	Code	Current MLS
<b>T2S4B</b>	B. Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain.	<b>ECP4.C.8</b>	Identify different forms of taxes, such as tariffs, sales taxes and income taxes, and their purposes
<b>Theme 3: Founding</b>			
<b>Key Concepts and Understandings</b>			
<b>T3S4A</b>	A. Describe the function and purpose of taxes imposed by Great Britain following the Seven Years War, evaluating colonial responses to them.	<b>ECP.4.C.8</b>	Identify different forms of taxes, such as tariffs, sales taxes and income taxes, and their purposes
<b>T3S4B</b>	B. Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict.	<b>ECP.4.F.8</b>	Interpret the past, explain the present and predict future consequences of economic decisions
<b>T3S4C</b>	C. Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.	<b>ECP.4.F.8</b>	Interpret the past, explain the present and predict future consequences of economic decisions
<b>Theme 4: Expansion</b>			
<b>Key Concepts and Understandings</b>			
<b>T4S4A</b>	A. Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion.	<b>USH.3a.I.5</b>	Identify political, economical and social causes and consequences of the Civil War and Reconstruction.
		<b>USH. 3a.I.8</b>	Interpret political, economic and social causes and consequences of the Civil War and Reconstruction
<b>T4S4B</b>	B. Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.	<b>USH.3a.I.5</b>	Identify political, economical and social causes and consequences of the Civil War and Reconstruction.
		<b>USH. 3a.I.8</b>	Interpret political, economic and social causes and consequences of the Civil War and Reconstruction
<b>T4S4C</b>	C. Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth.	<b>USH.3a.F.8</b>	Assess the significance of Westward Expansion including: a. Louisiana Purchase b. Lewis and Clark Expedition c. Missouri Compromise d. Texas and the Mexican War e. Oregon Territory f. California Gold Rush
<b>Theme 5: Conflict and Crisis</b>			
<b>Key Concepts and Understandings</b>			

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies		Missouri Learning Standards: Social Studies	
(Adopted April 2016 for implementation in the 2016–2017 school year)		(Adopted 2010)	
Code	Adopted Standards	Code	Current MLS
T5S4A	A. Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions.	USH.3a.F.8	Assess the significance of Westward Expansion including: a. Louisiana Purchase b. Lewis and Clark Expedition c. Missouri Compromise d. Texas and the Mexican War e. Oregon Territory f. California Gold Rush
T5S4B	B. Compare the economic strengths and weaknesses of the North and South before, during and immediately after the Civil War.		
MS American History: Strand 5 <i>People, Groups, and Cultures</i>			
Theme 1: Tools of Social Science Inquiry			
Disciplinary Tools			
T1S5A	A. Using an American history lens, describe how peoples’ perspectives shaped the sources/artifacts they created.		
T1S5B	B. Using an American history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.	USH.3a.A.5	Summarize the viability and diversity of Native American cultures before Europeans came.
		USH.3a.A.8	Analyze the viability and diversity of Native American cultures before Europeans came
Theme 2: Settlements			
Key Concepts and Understandings			
T2S5A	A. Compare and contrast the interaction of European settlers with native populations.	USH.3a.F.5	Examine cultural interactions among these groups from colonial times to Civil War: a. Native Americans b. Immigrants from Europe c. Africans brought to America
		USH.3a.F.8	Analyze cultural interactions among these groups: a. Native Americans b. Immigrants from Europe c. Africans brought to America

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Adopted Standards	Code	Current MLS
<b>T2S5B</b>	B. Analyze the religious, cultural, and intellectual developments of the English colonies to explain the development of regionalism and an American identity	<b>USH.3a.D.5</b>	Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful.
		<b>USH.3a.D.8</b>	Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful.
<b>T2S5C</b>	C. Compare and contrast the interaction of European settlers with native populations in both North and South America.		
<b>Theme 3: Founding</b>			
<b>Key Concepts and Understandings</b>			
<b>T3S5A</b>	A. Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War.	<b>USH.3a.D.5</b>	Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful.
		<b>USH.3a.D.8</b>	Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
<b>T3S5B</b>	B. Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity.	<b>USH.3a.D.5</b>	Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful.
		<b>USH.3a.D.8</b>	Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
<b>T3S5C</b>	C. Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies.	<b>PPG.2.C.8</b>	Explain how laws are made, interpreted and enforced
		<b>PPG.2.C.8</b>	Apply rights and responsibilities of individuals to events in US history and everyday life

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies <small>(Adopted April 2016 for implementation in the 2016–2017 school year)</small>		Missouri Learning Standards: Social Studies <small>(Adopted 2010)</small>	
Code	Adopted Standards	Code	Current MLS
	D. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.	USH.3a.F.5	Examine cultural interactions among these groups from colonial times to Civil War: a. Native Americans b. Immigrants from Europe c. Africans brought to America
		USH.3a.F.8	Analyze cultural interactions among these groups: a. Native Americans b. Immigrants from Europe c. Africans brought to America
T3S5E	E. Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.	USH.3a.F.5	Examine cultural interactions among these groups from colonial times to Civil War: a. Native Americans b. Immigrants from Europe c. Africans brought to America
		USH.3a.F.8	Analyze cultural interactions among these groups: a. Native Americans b. Immigrants from Europe c. Africans brought to America
<b>Theme 4: Expansion</b>			
<b>Key Concepts and Understandings</b>			
T4S5A	A. Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.	USH.3a.H.8	Summarize reform movements such as: a. Abolitionism b. Women's movement c. Jacksonian Democracy
T4S5B	B. Analyze the experiences of enslaved peoples in North and South America to determine the cultural impact and enduring consequences.		
T4S5C	C. Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation		
T4S5D	D. Describe the culture and accomplishments of Native Americans and African Americans in the ways they responded to American expansion.		

# CW Middle School American History

T= Theme, S=Strand, A,B,C=Standard

Missouri Learning Standards: Grade-Level Expectations for Social Studies		Missouri Learning Standards: Social Studies	
(Adopted April 2016 for implementation in the 2016–2017 school year)		(Adopted 2010)	
Code	Adopted Standards	Code	Current MLS
T4S5E	E. Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development of the United States.	EGS.5.E.6	Describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural and capital resources.
		EGS.5.E.7	Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers.
		EGS.5.E.8	Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas
Theme 5: Conflict and Crisis			
Key Concepts and Understandings			
T5S4A	A. Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the v a r y i n g perspectives of American people, groups and movements.		
T5S4B	B. Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and groups.		
T5S4C	C. Analyze the evolution of the women’s movement to trace its continued development and evaluate its impact.	USH.3a.H.8	Summarize reform movements such as: a. Abolitionism b. Women’s movement c. Jacksonian Democracy
T5S4D	D. Analyze the evolution of the abolitionist movement to trace its continued development and evaluate its impact.	EGS.5.H.6	Describe major patterns of population distribution, demographics and migrations in the world and the impact of these patterns on cultures and community life
		EGS.5.H.8	Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life
T5S4E	E. Trace the development of African American culture in non-slave states and in the context of slavery.		